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NEW EDITION
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Oxford Practice Grammar

with answers

Oxford University Press

83 A/an and the (1)

A Introduction

Read this true story about an American tourist in Britain.

A man from California was spending a month in Britain. One day he booked into a hotel in Cheltenham, a nice old town in the West of England. Then he went out to look around the place. But the man didn't return to the hotel. He disappeared, leaving a suitcase full of clothes behind. The police were called in, but they were unable to find out what had happened to the missing tourist. It was a mystery. But two weeks later the man walked into the police station in Cheltenham. He explained that he was very sorry, but while walking around the town, he had got lost. He had also forgotten the name of the hotel he had booked into. So he had decided to continue with his tour of the country and had gone to visit a friend in Scotland before returning to pick up the case he had left behind.

A/an goes only with a singular noun. With a plural or an uncountable noun we use **some**.
He left a case, (singular) He left some cases, (plural) He left some luggage, (uncountable)

The goes with both singular and plural nouns and with uncountable nouns.

*He needed the case, (singular)
He needed the cases, (plural)
He needed the luggage, (uncountable)*

B Use

When the story first mentions something, the noun has **a** or **an**.

A man booked into a hotel in Cheltenham.

These phrases are new information. We do not know which man or which hotel. But when the same thing is mentioned again, the noun has **the**.

The man didn't return to the hotel.

These phrases are old information. Now we know which man and which hotel - the ones already mentioned earlier in the story. We use **the** when it is clear which one we mean.

A/AN

*Would you like to see a show?
(I don't say which show.)
The cyclist was hit by a car.
(I don't say which car.)
In the office a phone was ringing.
(The office has lots of phones.)
Has Melanie got a garden?
(We do not know if there is one.)
The train stopped at a station.
(We don't know which station.)
We took a taxi.
We could hear a noise.
I wrote the number on an envelope.*

THE

*Would you like to see the show?
(= the show we already mentioned)
Whose is the car outside?
'Outside' explains which car I mean.
I was in bed when the phone rang.
(— the phone in my house)
She was at home in the garden.
(We know she has one.)
Turn left here for the station.
(= the station in this town)
We went in the car. (= my/our car)
We could hear the noise of a party.
I wrote it on the back of an envelope.*

C A man/he and the man/someone

We use **a/an** + noun or **someone/something** when we aren't saying which one.

*A man/Someone booked into a hotel.
He left a case/something behind.*

We use **the** + noun or **he/she/it** when we know which one.

*The man/He didn't return to the hotel.
The case/It contained clothes.*

83 Exercises

1 The use of a/an and the (A-C)

Complete this true story. Put in *a/an* or *the*.

(► A man decided to rob (1) bank in the town where he lived. He walked into (2) bank and handed (3) note to one of (4) cashiers. (5) cashier read (6) note, which told her to give (7) man some money. Afraid that he might have (8) gun, she did as she was told. (9) man then walked out of (10) building, leaving (11) note behind. However, he had no time to spend (12) money because he was arrested (13) same day. He had made (14) mistake. He had written (15) note on (16) back of (17) envelope. And on (18) other side of (19) envelope was his name and address. This clue was quite *enough for* (20) *detectives on the case.*

2 A man/he and the man/someone (C)

Replace the sentences which contain an underlined word. Use *a/an* or *the* with the word in brackets.

► We didn't have much time for lunch. David made something for us. (omelette)

David made an omelette for us.

1 They ran the race before they held the long jump. Matthew won it easily, (race)

2 The driver turned left. Suddenly someone ran into the road, (child)

3 Vicky was lying on the sofa. She was watching something on television, (film)

4 I had to take a train and then a bus. It was half an hour late, (bus)

5 A shoplifter tried to steal some clothes. The camera videoed her, (thief)

3 The use of a/an and the (A-C)

Complete the conversations. Put in *a/an* or *the*.

► Laura: Look outside. *The* sky is getting very dark.

Trevor: I hope there isn't going to be *a* storm.

1 Mike: I'm going out for walk. Have you seen my shoes?

Harriet: Yes, they're on floor in kitchen.

2 Melanie: Would you like tomato? There's one in fridge.

David: Oh, yes, please. I'll make myself cheese and tomato sandwich.

3 Sarah: If you're going into city centre, can you post these letters for me?

Mark: Yes, I'll take them to main post office.

4 Rita: I've got problem with my phone bill. Can I see someone about it?

Receptionist: Yes, go to fifth floor lift is along the corridor.

5 Tom: I didn't know Melanie had dog.

David: It isn't hers. She's just taking it for a walk while owner is away.

6 Vicky: I've got headache. I've had it all day.

Rachel: Why don't you go to health centre? It's open until six.

7 Andrew: Guess what. I found £50 note on the pavement this morning.

Jessica: You really ought to take it to police station, you know.

84 A/an and the (2)

A Introduction

We use **a/an** and **the** when we aren't saying which one, and we use **the** when we know which one.

*A tourist arrived in Cheltenham to look around **the town**.*

Look again at the story and the examples in Unit 83.

B The sun, etc

When there is only one of the things we are talking about, we use **the**.

The sun was going down. The government is unpopular.

*A drive in **the country** would be nice. We shouldn't pollute **the environment**.*

Normally there is only one sun or one government in the context. We mean the government of our country and the sun in our solar system.

We normally say: **the country(side), the earth, the environment, the government, the moon, the ozone layer, the Prime Minister, the sea(side), the sky, the sun, the weather**

We also use **the** with **cinema, theatre and (news)paper**.

*Do you often go to **the cinema**? I read about the accident in **the paper**.*

Note that we say **a/the police officer** but **the police**.

A police officer came to the hotel. NOT A police came to the hotel. The police came to the hotel. (= one or more police officers)

C A nice day, etc

A phrase which describes something has **a/an**.

It was a lovely day. Cheltenham is a nice old town.

It's a big hotel. This is a better photo.

But we use **the** with a superlative.

It's the biggest hotel in town. This is the best photo.

We also use **a/an** to classify something, to say what kind of thing it is.

The play was a comedy. The man's disappearance was a mystery.

We use **a/an** to say what someone's job is.

My sister is a secretary. Nick is a car salesman.

D A or an?

The choice of **a** or **an** and the pronunciation of **the** depend on the next sound.

a or **the** + consonant sound

a cup **the cup**

a poster **the poster**

a shop **etc**

a boiled egg

a record

an or **the** + vowel sound

an aspirin **the aspirin**

an egg **the egg**

an Indian **etc**

an old photo

an umbrella

It is the sound of the next word that matters, not the spelling.

a one-way street

an open door

a uniform

an uncle

a holiday

an hour

a U-turn

an MP

84 Exercises

The sun, etc (A-B)

Complete these sentences about pollution and the environment. Put in *a/an* or *the*. ►

There was *a* programme on television about dangers to *the* environment.

- 1 There was also article about pollution in paper.
- 2 ozone layer will continue to disappear if we don't find way to stop it.
- 3 world's weather is changing. Pollution is having effect on our climate.
- 4 Last week oil tanker spilled oil into sea, damaging wildlife.
- 5 Some professors have signed letter of protest and have sent it to government.
- 6 If earth was human being, it would be in hospital.

2 The use of *a/an* and *the* (A-C)

Complete the

► David: conversations. Put in *a/an* or *the*.

Trevor: How was your trip to *the* coast?

1 Henry: Wonderful. *The* sun shone all day. We had *a* great time.

Nick: Would you like cigarette?

2 Sarah: No, thanks. I've given up smoking. It's bad habit.

Laura: What's your brother doing now? Has he got good job?

3 Rita: Yes, he's soldier. He's in army. He loves it.

Harriet: It's great life, he says.

4 Rachel: I went to see Doctor Pascoe yesterday. She's best doctor I've ever had.

Vicky: She's very nice, isn't she? You couldn't meet nicer person.

5 Mark: You were long time at supermarket.

Sarah: Yes, I know. There was enormous queue. I was thinking of complaining to manager.

Why were you late for your meeting?

Well, first I had to go to hotel I'd booked into. I took taxi from airport, and driver got completely lost.

It was terrible nuisance man was complete idiot.

6 Matthew: Is this book you were telling me about?

Emma: Yes, it's really interesting story.

Matthew: What did you say it's about?

Emma: I knew you weren't listening to me. It's science fiction story.

It's about beginning of universe.

3 A or an? (D)

Put in the abbreviations with *a* or *an*.

? a Personal Assistant *a PA*
? a National Broadcasting Company reporter *an NBC reporter*

- 1 a Disc Jockey
- 2 a Very Important Person
- 3 an Irish Republican Army member
- 4 a Personal Computer
- 5 a Los Angeles suburb
- 6 an Unidentified Flying Object
- 7 an Annual General Meeting
- 8 a Member of Parliament

85 A/an, one and some

A A/an and some

Look at this example.

*Trevor has found **some money** in his old trousers.*

*There's **a note** and **some coins**.*

We use **a/an** with a singular noun and **some** with a plural or an uncountable noun (see D).

A + singular noun: **a note**

Some + plural noun: **some coins**

Some + uncountable noun: **some money**

B A/an and one

A/an and **one** both refer to one thing. Using **one** puts more emphasis on the number.

*Henry gave the taxi driver **a note**, (not a coin) Henry gave the taxi driver **one note**, (not two)*

We use **one** (not **a/an**) when we mean one of a larger number.

One question/One of the questions in the exam was more difficult than the others. The team wasn't at full strength. One player/One of the players was injured.

C A dog = all dogs

We often use a plural noun on its own to express a general meaning (see Unit 86).

Dogs make wonderful pets. **Oranges** contain vitamin C.

Here **dogs** means all dogs, dogs in general.

These sentences with **a/an** express the same general meaning.

A dog makes a wonderful pet. **An orange** contains vitamin C.

A butcher is someone who sells meat. **A video recorder** costs about £300.

A **dog** here is less usual than the structure with **dogs**, but we often use **a/an** when explaining the meaning of a word, e.g. **a butcher**.

D Some

Some with a plural noun means 'a number of', and **some** with an uncountable noun means 'an amount of'.

*Claire took **some photos**. We went out with **some friends**.*

*Henry bought **some flowers**. I had **some chips** with my steak.*

*Can you lend me **some money**? Andrew is doing **some work**.*

*Let's play **some music**. There's **some milk** in the fridge.*

Claire took some photos means that she took a number of photos, although we may not know the exact number.

We do not use **some** when we are describing something or saying what kind of thing it is.

*Vicky has **blue eyes**. Is this **salt** or **sugar**?*

*These are **marvellous photos**. Those people are **tourists**.*

Compare these sentences.

*I had **some chips** with my steak, (a number of chips)*

*I had **chips** with my steak, (chips, not potatoes or rice)*

85 Exercises

1 A/an and some (A)

Paul has painted some pictures for a competition. Say what is in the pictures. Use *a* or *some* with these words: *birds, cat, fish, flowers, fruit, luggage, people*

- ? *some people*
- ? *a fish*
- 1
- 2
- 3
- 4
- 5



2 A/an and one (B)

Put in *a/an* or *one*.

- Have you only got *one* bedroom? I thought you had two.
- 1 Melanie wanted something to drink. She was looking for cafe.
- 2 It was Sunday. shop was open, but all the others were closed.
- 3 of these photos is of you. Would you like it?
- 4 Shall I take photo of you two together?

3 A dog = all dogs (C)

Match each word with the right explanation and write sentences with *a/an*.

carrot	line of people	► A <i>carrot</i> is a vegetable.
violin	book of maps	1
queue	vegetable	2
atlas	tool for digging	3
spade	musical instrument	4

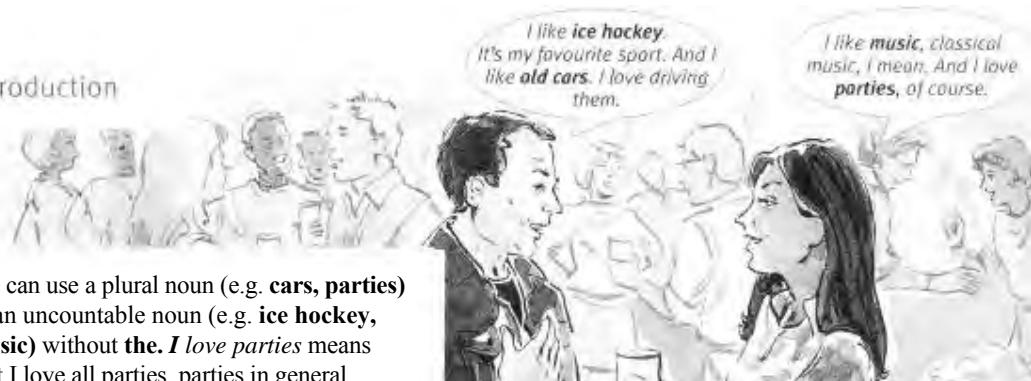
4 Some (D)

What would you say in these situations? Use a noun and decide if you need *some* or not.

- ? You and your friend would like a game of cards, but neither of you has a pack.
We need *some cards*.
- ? You are describing Rachel to someone. Rachel's hair is dark.
Rachel has *dark hair*.
- 1 You are eating nuts. Offer them to your friend.
Would you like ?
- 2 You want a drink of mineral water. There's a jug on the table, but you don't know what's in it.
Is there in this jug?
- 3 You've come home from a shopping trip with a few clothes. Tell your friend.
I've bought
- 4 You are eating some bread that Melanie baked. It's lovely.
Melanie, this is.....
- 5 The two women who live next door to you are both studying at the university.
Tell your visitor. The women next door are.....

86 Cars or the cars?

A Introduction



We can use a plural noun (e.g. **cars**, **parties**) or an uncountable noun (e.g. **ice hockey**, **music**) without **the**. **I love parties** means that I love all parties, parties in general.

B General and specific meanings

GENERAL

A plural noun or an uncountable noun on its own has a general meaning.

Cars are expensive to buy.

Elephants are intelligent animals.

I don't understand computers.

(= all computers, computers in general)

You always need money.

Glass is made from sand.

I'm quite fond of curry.

Natasha is studying music.

(= all music, music in general)

SPECIFIC

The + plural noun or uncountable noun has a specific meaning.

The cars had both broken down.

We saw the elephants at the zoo.

The computers crashed at work today.

(— the specific computers at my workplace)

Laura put the money in her purse.

David swept up the broken glass.

The curry was delicious, thank you.

The music was too loud. (= the music at a specific time, at a party for example)

A phrase or clause after the noun often shows that it is specific.

Look at the oil on your sweater. *The apples you gave me* were nice. But the nouns in these sentences have a general meaning.

I hate people who never say hello. *Life in the old days* was hard.
Life in the old days is still a general idea, not a specific life.

A phrase with **of** usually takes **the**. Compare these two structures.

a book on Irish history *a book on the history of Ireland*

Special uses of the

We use **the** + singular noun to make general statements about animals and about inventions and discoveries.

The tiger can swim. *The fly is a common insect.*

Who invented the camera? *The electron is a part of every atom.*

Here **the tiger** means all tigers, tigers in general. We use this structure mainly in written English. In speech, *Tigers can swim* is more usual.

We also use **the** with musical instruments. (But for American English see page 379.)

Natasha can play the piano, the violin and the clarinet. We do not use **the** with sports.

Shall we play tennis? NOT *Shall we play the tennis?* Note that we *listen to the radio* but normally *watch television*.

86 Exercises

1 He likes golf (A)

Look at the pictures and say what people like. Use these objects: *art, chemistry, chips, dogs, golf*



► *He likes golf.*

1.....3.....
2.....4.....

2 General and specific meanings (B)

Complete the conversations. Put in the nouns and decide if you need *the*.

► Tom: Did you see *the football* (football) on television last night?
Melanie: No, I hate *football* (football). I was watching *the news* (news) on the other channel.
1 Rachel: Did your family have a dog when you were younger?
Vicky: No, thank goodness. I'm afraid of..... (dogs). I didn't like
.....(dogs) that were running around in the park yesterday. I was afraid
they were going to attack me.
2 Melanie: You shouldn't drive so much, Mark. You know that..... (cars)
cause(pollution), don't you?
Mark: Yes, but (cars) these days are cleaner than they used to be.
Isn't it..... (aeroplanes) that are mainly responsible
for..... (pollution) of the atmosphere?
3 Melanie: I've put some bread out in the garden for (birds).
Tom: You like(birds), don't you?
Melanie: Yes, I do. I love (wildlife), in fact. I'd much rather live in the
country if I could.
4 Laura: You're always reading books about (history), aren't you?
Harriet: It was always my favourite subject. Do you know anything
about (history) of this area?
Laura: No, but if you like looking round (museums) and
.....(old buildings), we could find out about it together.

3 Special uses of the (C)

Put in the correct noun and decide if you need *the*.

Use these nouns: *atom, football, guitar, radio, telescope, television*

► I was listening to a phone-in on *the radio*.

1 Rutherford split in 1911.
2 Tom and his friends played in the park.
3 Mike is quite musical. He can play.....
4 The children spend a lot of time watching.....
5 Galileo developed for use in astronomy.

87 Prison, school, bed, etc

A Prison or the prison?

Compare these situations.



*This man is in **prison**. He went to **prison** two years ago.*

We do not use **the** when we are talking about being **in prison** as a prisoner.

Here are some examples with other buildings.

School is over at half past three. (= school activities) *Vicky is at college.* (She is a student there.) *David is in hospital.* (He is a patient.) *Melanie is going to church.* (She is going to a service.)

*The young woman is in **the prison**. She has gone to **the prison** to visit her father.* We use **the** when we mean the prison as a specific building. The young woman is **in the prison** as a visitor.

The school is a mile from here.

(= the school building)

*The meeting was at **the college**.*

*Melanie waited in **the hospital** for news.*

*We wanted to look round **the church**, but it was locked.*

We can also use **jail** and **university** in this way. But we do not leave out **the** before other nouns for buildings, e.g. **the cinema, the factory, the house, the library, the office, the pub, the shop, the station.**

B Bed, home, etc

Here are some phrases with other nouns.

bed: *in bed, go to bed* (to rest or sleep)
home: *at home, go home, come home, leave home*
sea: *at sea* (= sailing)
go to sea (as a sailor)
town: *in town, go into town, leave town*
work: *at work, go to work, leave work*

But *sit on the bed, make the bed*
But *in the house, to the house, in the home*
But *on the sea, by the sea, at/to the seaside, on/to the coast*
But *the town centre, the city, the village*
But *the office, the factory*

87 Exercises

1 Prison or the prison? (A)

Put in the words in brackets. Decide if you need *the*.

► The four members of the gang were sent to *prison* (prison). Their wives drove together to *the prison* (prison) every week to visit their husbands.

- 1 Not many people go to (church) regularly nowadays. I saw some tourists walking to (church) last week, but they only wanted to take photos of it.
- 2 A group of people came out of (cinema), crossed the road and went into (pub).
- 3 When my father was ill and had to go to (hospital), my sister went with him in the ambulance. She's a doctor, and she works at (hospital).
- 4 Mark has always known what he wanted to do in life. After leaving (school), he took a course in business studies at (college).

2 Prison, school, etc (A-B)

Complete this paragraph from a magazine article about Melissa Livingstone. Put in the words with or without *the*.

Today Melissa Livingstone is a popular actress and star of the TV soap opera 'Round the Corner'. But as a child she was very unhappy. She didn't do well at (>) *school* (school), and she never went to (1) (college). Her greatest pleasure was going to (2) (cinema). Her family lived in an unattractive town and their home was next to (3) (station). Melissa's father, Tom, was a sailor, and he spent months at (4) (sea). He was hardly ever at (5) (home) and when he was, he didn't do very much. Sometimes he spent all day in (6) (bed). Melissa's mother, Susan, had to get up at five o'clock every day to go to (7) (work). When Tom lost his job he stole a gold cup from (8) (church) Susan used to go to. He had to go to (9) (prison) for a year. Melissa's mother was horrified at the shame he had brought on the family.

3 Prison, school, etc (A-B)

Complete the sentences. Use *in*, *at* or *to* and these words:

bed, church, college, factory, home, hospital, library, prison, shop, town, work

Decide if you need *the*.

- 1 We'll eat out tonight. I'll meet you *in town* later.
- 2 This sweater was cheap. I bought it *at the shop* by the railway station.
- 3 The weather was awful. We stayed all weekend.
- 4 Melanie had an early night last night. She was at ten.
- 5 Emma's friend has just had a baby. Emma is going to visit her.
- 6 Vicky's parents are religious. They go every Sunday.
- 7 Laura doesn't like her job. She just goes to earn some money.
- 8 I've read these books. I'm taking them back
- 9 The man who did the robbery is no longer He was let out last month.
- 10 Jessica is a student. She's
- 11 It's very quiet when they've turned all the machines off.

88 On Friday, for lunch, etc

Introduction

Henry: *Don't forget we're meeting on **Friday** for **lunch**.*

Sarah: *Of course I haven't forgotten.*

But remind me where we're eating.

Henry: *The Riverside Restaurant. You've been there before.*

*Claire was with us. It was **the Friday** before she went to Australia. We had **a good lunch**.*



Phrases of time are usually without **a/an** or **the**.

*We're meeting on **Friday** for **lunch**.*

But we use **a/an** or **the** if there is a phrase or clause after **Friday**, **lunch**, etc.

*It was **the Friday** before she went to Australia.*

We normally use **a/an** or **the** if there is an adjective.

*We had **a good lunch**.*

B Years, seasons and months

*I was born in **1974**.*

*We play cricket in **summer/in the summer**.*

***Winter** always depresses me.*

*I start the course in **September**.*

*That was **the year** I was born. It was **the winter** of 1995 when things started to go wrong for the company.*

C Special times

*We go away at **Christmas**.*

***Easter** is early this year.*

*I'll be home for **Thanksgiving**.*

*We had **a wonderful Christmas**.*

*I started work here **the Easter** before last.*

D Days of the week

*Yes, **Thursday** will be convenient.*

*I'll see you on **Tuesday evening**.*

*The storm was on **the Thursday** of that week.*

*We went surfing at **the weekend**.*

E Parts of the day and night

*I can't sleep at **night**.*

*I prefer to travel by **day/by night**.*

*I must get to bed before **midnight**.*

*We were on the beach at **sunset**. I hope to get there before **dark**.*

*It's warmer in/during **the day**. Someone got up in/during **the night**. We're meeting in **the morning**. They arrived at the hotel in **the evening**. It was **a beautiful sunset**. I couldn't see in **the dark**.*

F Meals

*I'll see you at **breakfast**.*

*We have **supper** at about eight.*

*I'm going out after **lunch**.*

*We had **a quick breakfast**.*

***The supper** David cooked was excellent.*

***The meal** was very nice.*

*We'll need **an evening meal**.*

88 Exercises

1 On Friday, etc (B-E)

Complete the conversations. Put in the words and use *a/an* or *the* if you need to.

► Rachel: Is it the pop festival on *Friday* (Friday)? Vicky: I think it's *the Friday* (Friday) after that.

- 1 Henry: Will you be in America for (Thanksgiving)?
Claire: Oh no. That's in (November), isn't it?
- 2 Nick: Are you doing anything at (weekend)?
Tom: Well, I'm going to the match on (Saturday), of course.
- 3 Ilona: Does it snow here at (Christmas)?
Emma: Not often. We haven't had (white Christmas) for years.
- 4 Nick: How long have you lived here?
Harriet: We came here in (summer) of (1997).
- 5 Laura: I'd like to look round the castle in (afternoon).
Trevor: Well, it's just a ruin. The building dates from (year) 900.
- 6 Mark: I like driving at (night) when the roads are quiet.
Trevor: Oh, I don't like driving in (dark). I'd much rather travel during (day).

2 A/an or the with meals (F)

Laura is talking about the food she and Trevor had on holiday.

Put in the words and use *a/an* or *the* if you need to.

(►) *The meals* (meals) we had weren't very good. We had (1) (breakfast) in the hotel, and that wasn't too bad. We usually went out for (2) (lunch) because (3) (lunch) they served in the hotel was always the same. And (4) (dinner) we had at the hotel on our first evening was pretty awful, so we tried a few restaurants. On our last evening we had (5) (marvellous meal) in a Chinese restaurant. I wish we'd discovered the place a bit sooner.

3 On Friday, for lunch, etc (A-F)

Put in the words. Decide if you need to use *the*.

Claire: Hello, Henry. Come in.

Henry: Oh, sorry. You're having (►) *lunch* (lunch).

Claire: No, this is (1) (breakfast). I had a late night.
It was long after (2) (midnight) when I got in.

Henry: Someone told me you're going away after (3) (Christmas).

Claire: Yes, I'm going to the Seychelles on (4) (Wednesday).

Henry: What a life you lead, Claire. What time do you leave for the airport?

Claire: Oh, in (5) (morning) some time. About ten.
It's cheaper to fly at (6) (night), but I decided it would be easier during (7) (day).

Henry: I can drive you to the airport. I'm usually free on (8) (Wednesday) mornings. I'd like to see you off.

Claire: That's sweet of you Henry, but I can take a taxi.

Henry: I'll just check in my diary that it isn't (9) (Wednesday) of our next board meeting. No, it's OK. I can do it. And when will you be back?

Claire: At the beginning of (10) (February). The second, I think.

89 Quite a, such a, what a, etc

A Introduction

After **quite**, **such** and **what** we can use a phrase with **a/an**, e.g. *a game*. There is often an adjective as well, e.g. *such a good team*.



B Very, quite, rather, etc

A/an goes before **very**, **fairly**, **really**, etc.

It's a very old house. *It's a fairly long walk.*

I made a really stupid mistake.

But **a/an** usually goes after **quite**.

It's quite an old house. *There was quite a crowd.*

A/an can go either before or after **rather**.

It's a rather old house, OR *It's rather an old house.*

We can also use **very**, **quite**, **rather**, etc + adjective + plural or uncountable noun.

They're very old houses. *This is quite nice coffee.*

C So and such a

so

The structure is **be** + **so** + adjective.

The test was so easy. NOT ~~*It was a*~~

~~*so easy test.*~~ *The hill was so steep.*

It's so inconvenient without a car.

The weather is so nice.

Tom's jokes are so awful.

Note these sentences with **long**, **far**, **many/much** and **a lot of**.

It's so long since I saw you.

Why are we so far from the beach?

There were so many people.

You waste so much time.

SUCH A/AN

The structure is **such** + **a/an** (+ adjective) + noun.

It was such an easy test. NOT ~~*it was a such*~~

~~*easy test.*~~ *It was such a steep hill.* *It's such a*

nuisance without a car.

We can also use **such** + an adjective + a plural or uncountable noun.

We're having such nice weather.

Tom tells such awful jokes.

It's such a long time since I saw you.

It's such a long way to the beach.

There were such a lot of people.

You waste such a lot of time.

We can use this structure with **so ... (that)** or **such ... (that)**.

Emma was so angry with Matthew

(that) she threw a plate at him.

I was so unlucky you wouldn't believe it.

Vicky got such a nice welcome (that) she

almost cried.

I had such bad luck you wouldn't believe it.

D What a

In an exclamation we can use **what a/an** with a singular noun and **what** with a plural or uncountable noun **I**

+ singular noun: **What a goal!** **What a good idea!**

+ plural noun: **What lovely flowers!** **What nice shoes you've got on!**

+ uncountable noun: **What rubbish!** **What fun we had!**

89 Exercises

Very, quite, rather, so, etc (B-C)

What do you say in these situations?

- ? You're telling someone about the show you saw. It was quite good.
You should go and see it. It's *quite a good show*.
- ? You are describing Harriet to someone who doesn't know her. She is fairly tall.
Well, Harriet is *a fairly tall woman*.
- 1 You're talking about the Savoy Hotel, which is very grand.
Yes, I know the Savoy. It's
- 2 You are talking about your journey. It was quite tiring.
I travelled a long way. It was
- 3 You are telling someone about Claire's flat. It's really big.
I've been to Claire's place. It's
- 4 You are telling a friend about your meal with Tom. It was quite nice.
We went to that new restaurant. We had

2 So and such (C)

Complete the conversation. Put in *so* or *such*.

Sarah: Sorry I'm (►) *so* late. We had (►) *such* a lot to do at work.
Mark: You shouldn't do (1) much.
Sarah: The boss gets in (2) a panic about things. She makes (3) a big fuss.
Mark: Well, you shouldn't be (4) willing to work (5) long hours. No wonder you're (6) tired. You'll make yourself ill, you know.

3 So... that and such ... that (C)

Match the sentences and combine them using *so* or *such*.

? Sarah was late home.	All the tickets sold out.
? Mike hadn't cooked for a long time.	He wouldn't speak to anyone.
1 The piano was heavy.	<u>He'd almost forgotten how to.</u>
2 Tom was annoyed about United losing.	It kept all the neighbours awake.
3 The band was a big attraction.	<u>Mark had already gone to bed.</u>
4 Vicky had a lot of work to do.	Mike and Harriet couldn't move it.
5 The party made a lot of noise.	<u>She was sure she'd never finish it.</u>

? *Sarah was so late home that Mark had already gone to bed.*
? *Mike hadn't cooked for such a long time that he'd almost forgotten how to.*

- 1.
- 2.
- 3.
- 4.
- 5.

4 What (D)

Put in *what* or *what a*.

► Come into the sitting-room. ~ Thank you. Oh, *what a nice room!*
1 Vicky believes in ghosts. ~ Oh, nonsense she talks!
2 Let's go for a midnight swim. ~ suggestion!
3 I think about you all the time, Emma. ~ lies you tell me, Matthew.

90 Place names and the

A Introduction

Man: *Could you tell me where the Classic Cinema is, please?* Rachel:
Yes, it's in Brook Street. Go along here and take the second left.

Whether a name has **the** depends on the kind of place it is - for example, a street (*Brook Street*) or a cinema (*the Classic Cinema*), a lake (*Lake Victoria*) or a sea (*the North Sea*).

Most place names do not have **the**.

*Europe California Melbourne
Brook Street Lake Victoria*

Some place names have **the** - for example, a name with the word **cinema** or **sea**.

the Classic Cinema the North Sea

Whether we use **the** can also depend on the structure of the name.

We do not use **the** with a possessive (*s).

at Matilda's Restaurant

We often use **the** in structures with **of**, with an adjective and with plural names.

With **of**: *the Avenue of the Americas*
With an adjective: *the White House*
With a plural: *the Bahamas*

B Continents, countries, islands, states and counties

Most are without **the**.

*travelling through Africa a
holiday in Portugal on
Jersey to Rhode Island
from Florida in Sussex*

Words like **republic** and **kingdom** have **the**.

*the Irish Republic
the United Kingdom (the UK)*

Plural names also have **the**.

*the Netherlands the USA
the Canary Islands*

C Regions

Regions ending with the name of a continent or country are without **the**.

*Central Asia South Wales
Western Australia*

Most other regions have **the**.

*the West the Middle East
the Riviera the Midlands*

Phrases with **of** have **the**.

the South of France

D Hills and mountains

Most are without **the**.

*She climbed (Mount) Everest.
down North Hill*

Hill ranges and mountain ranges have **the**.

skiing in the Alps over the Rockies

E Lakes, oceans, seas, rivers and canals

Only lakes are without **the**.

*near Lake Michigan
beside Coniston Water*

Seas, oceans, rivers and canals have **the**.

*the Mediterranean (Sea) across the
Atlantic (Ocean) the (River) Thames
the Suez Canal*

F Cities, towns, suburbs and villages

Most are without **the**.

*Harehills is a suburb of Leeds.
Houston is west of New Orleans.
We live in North London.*

Exceptions are *The Hague* and *The Bronx*.

Note also *the West End (of London)*.

G Roads, streets, squares and parks

Most are without **the**.

*along Morden Road
in Church Street on
Fifth Avenue near
Berkeley Square
through Central Park*

There are a few exceptions.

*the High Street The Avenue
The Strand The Mall* Main roads
and numbered roads have **the**.
the Bath road (= the road to Bath)
the A5 the M6 (motorway)

Bridges

Most are without **the**.

*over Tower Bridge
on Brooklyn Bridge*

But there are many exceptions. *across the
Golden Gate Bridge* **the Severn Bridge**
(= the bridge over the River Severn)

Stations and airports; important buildings

We do not use **the** with most stations and airports; with religious, educational and official buildings or with palaces and houses.

*to Waterloo (Station)
at Orly (Airport)
near St Mary's Church
Merton College Norwich Museum
Lambeth Palace Ashdown House*

Exceptions are names with of or with a noun (*science*) or adjective (*open*).

*at the University of York
in the Palace of Westminster
the Science Museum
the Open University
past the White House*

Theatres, cinemas, hotels, galleries and centres

A possessive form ('s) is without **the**.

*St Martin's (Theatre)
at Durrant's (Hotel)* In the US, names with
center are without **the**.
near Lincoln Center

But usually theatres, cinemas, etc have **the**.

*at the Globe (Theatre) the Plaza
(Cinema) outside the Dorchester
(Hotel) in the Tate (Gallery) the Brunei
shopping centre*

K Shops and restaurants

Most shops and restaurants are without **the**.

*shopping at Bloomingdale's at Matilda's
Restaurant*

Names with a noun (*body, studio*) often have **the**.

at the Body Shop The Studio Cafe

90 Exercises

1 Place names and the (B-F)

How much do you know about geography? Put in these names: *Andes, Brussels, Irish Republic, Italy, Lake Michigan, River Nile, North, Pennsylvania, Tasmania, United Kingdom, West Indies*. Decide if you need *the*.

? Harrisburg is the capital of *Pennsylvania*.

? Dublin is in *the Irish Republic*.

1 Chicago lies on the shore of

2 Sicily is a part of

3 are a mountain range in South America.

4 is England, Scotland, Wales and Northern Ireland.

5 is an island to the south of Australia.

6 Jamaica is an island in

7 flows through Egypt.

8 is the capital of Belgium.

9 Manchester is in of England.

2 Roads, buildings, etc (E-J)

Complete these sentences from a guide to London. Put in the words and decide if you need *the*.

? The train to Paris leaves from *Waterloo Station* (Waterloo Station).

? *The National Theatre* (National Theatre) is south of the river.

1 You can take a trip by boat along (Thames).

2 The Serpentine is a lake in (Hyde Park).

3 You can get to (Heathrow Airport) by underground.

4 Nelson's Column is in (Trafalgar Square).

5 Walk a little way along (Westminster Bridge).

6 From there you get a view of (Houses of Parliament).

7 The Queen lives at (Buckingham Palace).

8 Earl's Court is in (West London).

9 (M1 motorway) goes north from London.

10 (Ritz) is a very elegant hotel.

3 Roads, buildings, etc (F-K)

Complete the conversation. Put in the words and decide if you need *the*.

Sarah: We've just been to (>) *the States* (States) -to (1) (New York).

Claire: Oh, really? I was there at Christmas. Were you on holiday?

Sarah: Yes, and we really needed a break. It was wonderful. We saw

(2) (Statue of Liberty), and we walked in

(3) (Central Park). We did all the sights. We spent a day in

(4) (Metropolitan Museum of Art).

And we walked along (5) (Broadway) and around

(6) (Macy's) department store.

Claire: Where did you stay?

Sarah: In a small hotel near (7) (Washington Square), not far from
(8) (New York University).

Claire: Last time I was there I stayed at (9) (Paramount). It's a nice hotel I
close to (10) (Broadway).

4 Roads, buildings, etc (I-J)

A woman is asking Trevor the way. Put in the words and decide if you need *the*.

Woman: Excuse me, can you tell me the way to (►)Millthorpe Station (Millthorpe Station)?

Trevor: Yes, go along here and turn *left* by (1) (Little Theatre) *opposite* a building called (2)(Kingston House).

The road is (3)(Wood Lane).

Go along there, straight across (4)(High Street),

past (5)(Royal Hotel), and you'll see the station in front of you.

Woman: Thank you very much.

5 Roads, buildings, etc (G-K)

Look at the addresses and write the sentences.

Useful addresses for visitors to Seaport

Seaport Bus Station, Queen's Road	King Edward College, College Road
Grand Theatre, George Street	St John's Church, South Street
Odeon Cinema, The Avenue	Webster's department store, High Street
Clarendon Art Gallery, Newton Lane	Bristol Hotel, Westville Way

► Seaport Bus Station *is in Queen's Road.*

1 The Grand Theatre

2

3

4.

5.

6

7

6 Place names and the (B-K)

Write the headlines of the articles in this month's edition of 'Holiday', a travel magazine.

? walk / along / Princes Street *A walk along Princes Street*

? holiday / in / Bahamas *A holiday in the Bahamas*

1 day / at / Blenheim Palace

2 train journey / in / North Wales

3 tour / of / White House

4 beach / on / Riviera

5 shopping trip / to / Harrods

6 small town / in / France

7 trip / across / Severn Bridge

8 walk / around / Lake Windermere

9 visit / to / Tower Bridge

10 journey / across / Rockies

11 look / around / National Gallery

12 boat trip / along / Oxford Canal

TEST 15 A/an and the (Units 83-90)

Test 15A

Complete the story about the theft of a river barge. Put in *a*, *an*, *one* or *the*.

This is (►) a true story about (1) man who chose (2) worst possible time for his crime. It happened in London in (3) summer of 1972. (4) man stole a barge on (5).... River Thames (in case you don't know, (6)..... barge is a river boat used for carrying goods). (7) owner of (8) barge soon discovered that it was missing and immediately informed (9) police so that they could look for it. Normally (10) river is quite (11) busy place, and it would be difficult to find what you were looking for. On this day, however, there was (12) dock strike, and so there was only (13) barge on (14) river. (15) thief was quickly found and arrested.

Test 15B

Decide which word or words are correct.

► I think that's *an awful* thing to say. a) a awful b) an awful c) awful

- 1 Judy goes to on the bus.
a) work b) a work c) the work
- 2 I don't know what to do. It's problem.
a) quite difficult b) a quite difficult c) quite a difficult
- 3 is my favourite sport.
a) Golf b) A golf c) The golf
- 4 starts at nine o'clock.
a) School b) A school c) The school.
- 5 We had time at the disco yesterday.
a) really nice b) a really nice c) really a nice
- 6 Nigel opened a drawer and took out
a) photos b) a photos c) some photos
- 7 Did you learn to play ?
a) violin b) a violin c) the violin
- 8 We can finish the rest of the bread for
a) breakfast b) a breakfast c) the breakfast
- 9 While I was in hospital, they gave me
a) X-ray b) a X-ray c) an X-ray
- 10 I might listen to
a) radio b) radios c) the radio
- 11 We need to protect from pollution.
a) environment b) some environment c) the environment
- 12 Why do they always play music?
a) so terrible b) such terrible c) such a terrible

Test 15C

Read the story about a silly mistake and decide if a word needs to go in the space.

If a word is missing, write the word. If no word is missing, write X.

This is also (►) a true story. It shows how (►)X plans can sometimes go wrong and how (1) people can make silly mistakes. This too happened quite (2) long time ago -in (3) 1979, in fact. The scene was (4) old people's home in (5) small town in (6) north of England called (7) Otley. The

owners of the home wanted to put (8)..... fence around it to make it more private. The work began soon after (9)..... Christmas when (10)..... workmen arrived in (11)..... lorry with planks of wood which they put up around the building. 'It was (12)..... very nice fence,' said (13)..... of the old people. But there was (14)..... problem. The workmen forgot to leave a gap for the lorry to drive out through. They had to come back the next day to knock down part of (15)..... fence.'(16)..... a silly mistake!' said another resident. 'It was (17)..... funny we had to laugh. In fact it was (18)..... most fun we've had for a long time.'

Test 15 D

Some of these sentences are correct, and some have a word which should not be there. If the sentence is correct, put a tick (/V). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

?	The space capsule came down in the Pacific.	V
?	My new job starts in the April.	the
1	I was so tired I went to bed at nine.	
2	We had a very good lunch in the company canteen.	
3	The life just isn't fair sometimes.	
4	What the clever children you have!	
5	We went out and bought some pictures.	
6	Tessa was still working at the midnight.	
7	I drive past the hospital every morning.	
8	A one boy was much taller than all the others.	
9	It costs such a lot of money, you know.	
10	I'll meet you outside the National Gallery.	
11	Have you any idea who invented the fridge?	

Test 15E

Complete the conversation. Put in the words and decide if you need *fl*, *an*, *some* or *the*.

Martin: I think we ought to book (►) *a holiday* (holiday). Where shall we go? Anna: What about (►) *Scotland* (Scotland)?

I think Edinburgh is (1)..... (beautiful city). I love going there.
Martin: (2) (weather) might not be very good.
We went there at (3) (Easter), and it was freezing, remember.
Anna: We could have a walk along (4)..... (Princes Street) and up to the castle. And I wanted to go to (5)..... (Royal Scottish Museum), but we never found time. Martin: Can't we go somewhere different?
Anna: We could spend some time in (6)..... (Highlands), I suppose.
Martin: When I go on holiday, I want to do something more relaxing than climbing (7)..... (mountains). And I find it pretty boring.
Anna: How can you say such (8) (thing)?
Martin: Actually, I'd prefer somewhere warmer and by (9)..... (sea). I think (10) (Corfu) would be nice.
We might get (11) (sunshine) there. I just want to lie on a beach.
Anna: Martin, you know I'm not at all keen on (12)..... (beach holidays).

91 This, that, these and those

A Introduction



We use **this** and **these** for things near the speaker (*this printout here*). **This** goes with a singular or uncountable noun, e.g. **this report**. **These** goes with a plural noun, e.g. **these results**.

We can leave out the noun if the meaning is clear. *I'm just having a look at this. That's nice, isn't it?*
Last month's figures were bad, but these are worse.

We use **that** and **those** for things further away (*that table there*). **That** goes with a singular or uncountable noun, e.g. **that furniture**. **Those** goes with a plural noun, e.g. **those curtains**.

B Places and people

When we are in a place or a situation, we use **this** (not **that**) to refer to it.

There's a wonderful view from this office, just come to the window. This party isn't much fun, is it? Shall we go home?

We can use **this** to introduce people and **that** to identify people.

Jake, this is my friend Rita. That's Andrew over there. On the phone we can use **this** to say who we are and **this** or **that** to ask who the other person is.

Hello? This is Laura speaking. Who's this/that, please?

C Time

This/these can mean 'near in time' and **that/those** 'further away in time'. *I'm working as a tourist guide this summer. I'm pretty busy these days. Do you remember that summer we all went to Spain? Those were the days. I can't see you on the third of July. I'm on holiday that week.*

To refer back to something that has just happened or was just mentioned, we normally use **that**.

What was that noise? ~ I didn't hear anything. Jessica is on a diet. That's why she doesn't want to eat out with us. I've lost my key. ~ Well, that's a silly thing to do.

To refer forward to something that is just going to happen or something that we are going to say, we use **this**.

This next programme should be quite interesting. I don't like to say this, but I'm not happy with the service here.

91 Exercises

1 This, that, these and those (A)

Write each of the words (*this, that, these, those*) in the correct place.

	Near	Further away
Singular	<i>this</i>	
Plural		

2 This, that, these and those (A)

Complete the sentences. Use *this, that, these* and *those*, and these nouns: *car, dog, flowers, parcel, trees*



► *That car* has crashed.

1 Would you like 3 The house is behind
2 I must post 4 Whose is

This, that, these and those (A-C)

Complete the conversations. Use *this, that, these* and *those*.

► Mark: Are we going out *this* evening?
Sarah: I can't really. I'll be working late at the office.
1 David: I hear you've got a new flat.
Rita:'s right. I've just moved in.
2 Mike: What's the matter?
Harriet: It's boots. They don't fit properly. They're hurting my feet.
3 Jessica: It's so boring here.
Rachel: I know. Nothing ever happens in place.
4 Emma: What's happened? You look terrible.
Vicky: You won't believe , but I've just seen a ghost.
5 Laura: What kind of planes are?
Trevor: I don't know. They're too far away to see properly.
6 Matthew: The match is three weeks from today.
Daniel: Sorry, I won't be able to play for the team. I'll be away all week.
7 Mark: Zedco. Can I help you?
Alan: Hello is Alan. Can I speak to Fiona, please?
8 Daniel: I've had bump on my head ever since someone threw a chair at me.
Natasha: Someone threw a chair at you? wasn't a very nice thing to do.
9 Mark: seats aren't very comfortable, are they?
Sarah: No, I don't think I'll want to sit here very long.

92 My, your, etc and mine, yours, etc

A Introduction

Mark: *Why have you brought **your** work home? We're going out.*

Sarah: *I'll do it later. Let's go now. Shall we take **my** car?*

Mark: *Well, I'd rather not take **mine**. I think there's something wrong with it.*

My, mine, your, etc express possession and similar meanings. **My car** means the car belonging to me; **your work** means the work you are doing. **My** comes before a noun, e.g. **my car**. We use **mine** on its own.

	MY, YOUR, ETC	MINE, YOURS, ETC
First person singular:	<i>It's my car.</i>	<i>It's mine.</i>
Second person singular:	<i>Here's your coat.</i>	<i>Here's yours.</i>
Third person singular:	<i>That's his room.</i> <i>It's her money.</i> <i>The dog's got its food.</i>	<i>That's his.</i> <i>It's hers.</i> <i>That's ours.</i> <i>Are these yours?</i> <i>It's their camera.</i> <i>It's theirs.</i>
First person plural:		
Second person plural:		
Third person plural:		

B Its and it's

We use **its** before a noun to express the idea of belonging.

*The street is around here somewhere, but I've forgotten **its** name.*

It's is a short form of **it is** or **it has**.

*I think **it's** time to go. (= it is) It's got a lot colder today, hasn't it? (= it has)*

C My, your with parts of the body and clothes

We normally use **my, your**, etc with parts of the body and with someone's clothes.

*Emma shook **her** head sadly, NOT ~~Emma shook the head sadly~~.*

*Someone came up behind me and grabbed **my** arm.*

*You must take off **your** shoes before you enter a mosque.* But we usually use **the** in the following structure with a prepositional phrase.

	VERB	PERSON	PREPOSITIONAL PHRASE
<i>Someone</i>	<i>grabbed</i>	<i>me</i>	<i>by the arm.</i>
<i>The stone</i>	<i>hit</i>	<i>Mike</i>	<i>on the head.</i>

D Own

We use **own** after **my, your**, etc to say that something belongs to us and to no one else.

*Rachel has got **her own** calculator. She doesn't borrow **mine**, NOT ~~an own cakulator~~ I don't share any more. I've got a flat of **my own**. NOT of ~~mine own~~*

E A friend of mine

Look at these examples.

*Tom is **a friend of mine**. (= one of my friends) NOT a ~~friend of me~~*

*Rachel came to the party with **a cousin of hers**. (= one of her cousins)*

*I borrowed **some magazines of yours**. (= some of your magazines)*

Note also 's in this example: *Rita is a friend of Melanie's.*

92 Exercises

1 My, your, etc and mine, yours, etc (A)

Complete the conversation. Put in the missing words.

Laura: Did you and (►) *your* friends have a nice holiday?
Emma: Yes, it was wonderful. We had the best holiday of (1)..... lives.
It didn't start very well, though. Daniel forgot to bring (2)..... passport.
Laura: Oh, dear. So what happened?
Emma: Well, luckily he doesn't live far from the airport. He rang (3)..... parents, and they brought the passport over in (4)..... car, just in time.
Laura: You remembered (5)....., I hope.
Emma: Yes, I had (6)....., even though I'm usually the one who forgets things.
Actually Rachel thought for a minute that she'd lost (7)
Luckily it was in (8)..... suitcase. Anyway, in the end we had a marvellous time.

2 Its and it's (B)

Put in the correct form.

? Unfortunately, the town has lost *its* only cinema.
? The meeting won't last long. I'll see you when *it's* over.
1 You should return the book to.....owner immediately.
2 We'd like to go out for a walk, but..... raining.
3 I'm not buying this tablecloth because..... got a hole in it.
4 The board has decided that Zedco needs to improve..... image.

3 Parts of the body and clothes (C)

Put in *my*, *your*, etc or *the*.

? I was doing keep-fit exercises when I fell down and hurt *my* leg.
? Matthew served, and the ball hit Daniel on *the* knee.
1 A wasp stung me on..... neck. It really hurt.
2 The mother put both arms around the child.
3 Aunt Joan kissed Emma on..... cheek.
4 The fans were all shouting at the top of..... voices.
5 Don't just stand there withhands in..... pockets.

My own, a friend of mine, etc (D-E)

Correct the sentences which have a mistake.

► We're lucky. ~~We've got an own garden.~~
We've got our own garden.

- 1 I met some nice people. ~~Harriet introduced me to a friend of hefself.~~
- 2 My friends swim every day. ~~They've got their only pool.~~
- 3 I enjoy rock-climbing. ~~It's a favourite hobby to me.~~
- 4 I hope Matthew will be here, ~~I've got some GDs from his.~~
- 5 I don't want to share. ~~I'd like my very room~~

93 The possessive form and of

A Form

We use the possessive of a noun in phrases like *the boy's name* and *Vicky's room*. We form the possessive like this.

Singular noun: 's boy -> boy's Vicky -> Vicky's

Plural noun ending in s: ' boys —> boys' tourists —> tourists'

Plural noun not ending in s: 's men —> men's children —> children's

We can use the possessive form with another noun or on its own.

I've met Rachel's family, but I haven't met Vicky's. (Vicky's - Vicky's family)

B The boy's name or the name of the boy?

Compare these structures.

THE POSSESSIVE FORM

the boy's name

the boys' names

the men's names

PHRASE WITH OF

the name of the boy

the names of the boys

the names of the men

Sometimes we can use either the possessive (*the boy's name*) or a phrase with of (*the name of the boy*), but often only one is possible. We normally use the possessive with people and animals.

my friend's house *Claire's idea* *Daniel's brother* *our neighbour's garden* *the dog's owner*
the policemen's uniforms *the women's changing room* *the Parkers' car*

We normally use of with things, and not the possessive form. *the*

side of the house NOT *the house's side* *the result of the match*
NOT *the match's result* *the day of the meeting* NOT *the*
meeting's day

But we use of with people when there is a long phrase.

the house of one of our teachers at college *the*
address of those people we met in Spain
NOT *those people who we met in Spain's address*

We can use both structures for places and organizations. *London's*

museums OR *the museums of London* *the earth's atmosphere* OR *the*
atmosphere of the earth *the company's future* OR *the future of the*
company *the government's intentions* OR *the intentions of the*
government

C The possessive of time

We can use the possessive to say 'when' or 'how long'.

last week's concert *today's TV programmes* *yesterday's news*
about a month's work *a moment's silence* *ten minutes' walk*

Note also:

in two months' time (two months from now) *a*
week's wages (wages for a week)

93 Exercises

The possessive form (A)

Write descriptions of the things in the photos. Use *boy*, *girl* and *children* and these words: *bike*, *cat*, *dog*, *skateboards*, *tent*, *trophies*



► *the children's dog* 3

1..... 4

2..... 5

2 The possessive form (A)

Laura is showing Melanie her photos. Put in the possessive form of the nouns.

Laura: This was taken in (►) *my friend's* (my friend) garden.

It was (1) (the twins) birthday party.

This is Kerry, (2) (Luke) girlfriend.

And that's (3) (Jason) sister Emily.

Melanie: And who are these two?

Laura: That's (4) (Debbie) mother.

She's talking to Monica Davis, (5) (her children) teacher.

And that's (6) (the Lanskys) dog

sitting on (7) (Olivia) foot.

3 The boy's name or the name of the boy? (B)

Ed Buckman writes detective stories. Here are the titles of some of his stories.

Write the titles using either *of* or a possessive form (with s or s').

? the mistake / the policeman *The Policeman's Mistake*

? the bottom / the bottle *The Bottom of the Bottle*

1 the gun / Mr Hillman

2 the smell / blood

3 the car / the terrorist

4 the middle / the night

5 the death / someone important

6 the money / the gangsters

4 The possessive of time (C)

Rewrite the underlined phrases using a possessive form.

? The prices this year are even lower. *This year's prices*

? From here it's a drive of two hours. *a two hours' drive*

1 I read about it in the paper yesterday

2 I just want a rest for five minutes.

3 It's the special offer for this month.

4 I'll see you in a week.

94 Some and any

A Basic use

Some and **any** go before a plural or uncountable noun (see Unit 85A).

*There was a bowl and **some** cornflakes on the table, but there wasn't **any** milk.*

We can also use **some** and **any** without a noun.

*Trevor wanted **some** milk, but he couldn't find **any**.*

We normally use **some** in positive sentences and **any** in negative sentences or ones with a negative meaning.

POSITIVE

*There's **some** milk in the fridge.*

*I need **some** stamps. ~ There are **some** in the drawer.*

*I met **some** interesting people last night.*

*We'll have **some** fun at Disneyland.*

NEGATIVE

*I haven't **any** milk. (= I have no milk.)*

*I haven't got **any** stamps. Have you got **any**?*

*I never meet **any** interesting people nowadays.*

*We won't have **any** fun without you.*

We can also use **any** in a sentence with if.

*If you have **any** problems, you can discuss them with your group leaders. I can answer **any** questions. (= If there are any questions,...)*

In questions we can use either **some** or **any**, but **any** is more common.

We don't know whether the answer will be yes or no.

*Have we got **any** butter? Will there be **any** food for the guests? Did you buy **any** clothes?*

We normally use **some** in offers and requests to make them sound more positive.

*Would you like **some** coffee? Could you post **some** letters for me?*

We can use **some** in questions when we think the answer might be yes.

*Did you buy **some** clothes? (Perhaps I know that you went out to buy some.)*

B Someone, anything, etc

We choose between **someone** and **anyone**, **something** and **anything**, and **somewhere** and **anywhere** in the same way as between **some** and **any**.

Someone has spilt water everywhere.

*Would you like **something** to eat?*

*Let's go out **somewhere**.*

*Did **anyone** see what happened?*

*We haven't got **anything** to eat.*

*Is there **anywhere** we can go?*

C Another use of any

We can use **any** in a positive sentence to mean 'it doesn't matter which'.

*I'm free all day. Call **any** time you like.*

Any student will be able to tell you where the college library is.

*You can buy these maps at **any** petrol station. They all have them.*

We say **any petrol station** because all petrol stations have the maps. It doesn't matter which one you go to.

They are all equally good.

Look at these examples with **anyone**, **anything** and **anywhere**.

*It's a very simple puzzle. **Anyone** could solve it. (= It doesn't matter who.)*

*What shall we have for lunch? ~ Oh, **anything**. I don't mind. Where do we have to sit? ~ We can sit **anywhere**. It doesn't matter.*

94 Exercises

1 Basic use (A)

Look at the pictures and say what people have or haven't got. Use *some* or *any*.

Use these words: *cats, money, petrol, poison, sandwiches*



? *They've got some sandwiches.*

? *She hasn't got any money.*

1 2 3

2 Basic use (A)

Justin Cooper is a radio disc jockey. Complete what he is saying. Put in *some* or *any*.

That was 'I can't find /->)any love' by Arlene Black. Now, I've had (►)some letters asking for something by Express. One listener says she hasn't heard (1)..... Express songs on this programme for months. Well, I'm going to put that right. And this will be our last track because there isn't (2)..... more time left. We've had (3)..... great songs tonight, and I'll be here next week to play (4)..... more. Now here's (5)..... music from Express - 'I never have (6)..... luck'.

3 Some, any, someone, anyone, etc (A-B)

Complete the conversations. Put in *some*, *any*, *anyone*, *someone*, *something* or *anything*.

► Trevor: We haven't got *any* bread.

Laura: You'd better go to the shop, then. We need *some* tomatoes, too.

1 Claire: Would you like cheese and biscuits?

Sarah: Oh, no thank you. That was delicious, but I couldn't eat else.

2 Harriet: There's at the door.

Mike: Are we expecting visitors?

3 Melanie: Has offered to help you with the tea?

Rita: No, but I'd be very grateful for help you can give.

4 Vicky: I was looking for , and now I can't remember what it was.

Rachel: You said you were looking for matches.

4 Another use of **any** (C)

Put in *any* + noun, *anyone* or *anything*.

? The seats aren't reserved. You can have *any seat* you like.

? I don't mind what we do today. We can do *anything* you want.

1 If it's your party, you can invite you like.

2 All the buses go into the town centre. Take that comes along here.

3 This carpet is available in lots of colours. You can have you like.

4 My father has the television on all the time. He'll watch

5 It doesn't matter which day you phone. Ring you like.

95 A lot of, lots of, many, much, (a) few and (a) little

A Introduction

A lot of, lots of, many and much mean a large quantity.

Ron Mason owns a chain of supermarkets. He's made a lot of money. A few and a little mean a small quantity.

I'd better hurry. My bus goes in a few minutes.

Many and a few go before plural nouns.

*many places many problems
a few people a few buildings*

Much and a little go before uncountable nouns

*much money much trouble
a little sunshine a little food*

A lot of and lots of go before both plural and uncountable nouns.

a lot of tourists lots of games

a lot of sugar lots of fun

We use these words without a noun if it is clear what we mean.

I take photos, but not as many as I used to. At one time I took a lot.

Note that we say **a lot** without of.

B A lot of, many and much

As a general rule, we use **a lot of** and **lots of** in positive statements and **many** and **much** in negatives and questions.

Positive: *We get a lot of storms here. We get a lot of rain here.*

Negative: *We don't get many storms here. We don't get much rain here.*

Questions: *Do you get many storms here? Do you get much rain here?*

How many eggs do we need? How much salt do we put in?

We use **many** or **much** (not **a lot of**) after **too**, **so** and **as**.

There are too many cars. I've got so much work. I haven't got as much money as you.

In formal English, we can sometimes use **many** and **much** in a positive statement.

Many students have financial problems. There is much enthusiasm for the idea.

But this is less usual in conversation, where we normally use **a lot of** or **lots of**.

In informal English, you may hear **a lot** of in a negative or a question.

I don't have many friends/a lot of friends. Do you eat much fruit/a lot of fruit?

C Few and little with and without a

With **a** the meaning is positive.

A few customers have come into the shop. It has been fairly busy.

Vicky has made a little progress and so is feeling quite pleased.

A few customers ~ some customers, a small number of customers

A little progress = some progress, a small amount of progress

Without **a** the meaning is negative.

Few customers have come into the shop. It has been quiet.

Vicky has made little progress and so is not feeling very pleased.

few customers - not many customers

Little progress = not much progress

Few and **little** (without **a**) can be rather formal. In informal speech we can use these structures.

Not many customers have come in. Vicky hasn't made much progress. Only a few customers have come in. Vicky has made only a little progress.

95 Exercises

1 A lot of, lots of, many, much, a few and a little (A)

Write the sentences correctly.

► Mark was only spending one night away. ~~He quickly put a little things into a bag~~ *He quickly put a few things into a bag.*

1 Rachel is learning to drive. ~~She hasn't had much lessons yet.~~

2 I'm making soup for twenty people, ~~I'll have to make a lot of.~~

3 I feel really tired. ~~I haven't got many energy.~~

4 The mixture looks rather dry. ~~Maybe you should add a few water.~~

5 We're having a big party. ~~We've invited a lots of friends.~~

2 A lot of, many and much (A-B)

Complete the conversation. Put in *a lot of, many or much*. More than one answer may be correct.

Matthew: There are (►) *a lot* of athletes taking part in the International Games in London.

There's been (1) coverage in the papers.

Daniel: Our runners haven't won (2) medals, have they?

Matthew: No, not as (3) as last time. But there's plenty of time.

There are still (4) events to come. I'd like to go and see some of the track events, but I haven't got (5) time at the moment.

Daniel: No, not with exams coming up. Matthew: I'm hoping to go at the weekend if I can get a ticket.

Apparently there aren't (6) seats left.

Daniel: I've heard the cheapest tickets are £25. I think that's too (7)

3 A few, few, a little and little (C)

Put in *a few, few, a little or little*.

? I don't think I can lift this box on my own. I need *a little* help.

? Few tourists visited Northern Ireland in the 1980s because of the terrorism there.

1 The postman doesn't often come here. We receive letters.

2 The snow was quite deep. There seemed hope of completing our journey.

3 Trevor isn't finding it easy to fix the shelves. He's having trouble.

4 Sarah is exhausted. She's having days' holiday next week.

5 David quite likes golf, but unfortunately he has ability.

6 I can speak words of Swedish, but I'm not very fluent.

4 Many, few, much and little (B-C)

Complete this paragraph from a travel book. Put in *many, few, much or little*.

The main town on the island is very small and does not have (►) *many* important buildings. The islanders do not have (1) money, and they have (2) contact with the outside world. There is not (3) chance of the place attracting large numbers of tourists. The roads are not very good. There are lots of bicycles but not (4) cars. And there are hardly any of the modern facilities which visitors expect. There are (5) shops, and there is (6) entertainment.

96 All, half, most, some, no and none

A All, most and some

We can use **all**, **most** and **some** before a plural or an uncountable noun.

All plants need water. All matter is made up of atoms.

Most people would like more money. Some food makes me ill.

All plants means 'all plants in general/in the world'. *Most people* means 'most people in this country/in the world'. *Some food* means 'some food but not all food'. Here **some** is pronounced /sA.m/.

B All of, half of, most of and some of

Laura: *Why do you keep all of these clothes? You never wear most of them. You've had some of your jackets for ten years. Why don't you throw them all out? This one is completely out of fashion.* Trevor: *Well, I thought if I waited long enough, it might come back into fashion.*

All of these clothes has a specific meaning. Laura is talking about Trevor's clothes, not about clothes in general.

We can use **all (of)**, **half (of)**, **most of** and **some of**. *Have all (of) the plants*

died? ~ No, not all of them. Most of the people who live around here are students. I've spent most of my money already. Half (of) the audience left before the end of the film. Some of that food from the party was all right, but I threw some of it away.

We can leave out **of** after **all** or **half**, but not before a pronoun.

all of these clothes on all the clothes BUT all of them NOT all them

half of our group OR half our group BUT half of us NOT half us We can also use **all** in mid position (see Unit 113B) or after a pronoun.

These cups are all dirty. I'll have to clean them all.

The guests have all gone now. I think they all enjoyed themselves.

We can use **most** and **some** on their own.

The band sang a few songs. Most were old ones, but some were new.

C All meaning 'everything' or 'the only thing'

We can use **all** with a clause to mean 'everything' or 'the only thing'.

Tell me all you know. All I did was ask a simple question. Here *you know* and *I did* are clauses. We do not normally use **all** without the clause.

Tell me everything, NOT Tell me all.

D No and none

We use **no** with a noun.

We've rung all the hotels, and there are no rooms available. I'm afraid I've got no money. (= I haven't got **any** money.)

We use **none** with **of** or on its own.

None of my friends will be at the party. Look at these clothes. None of them are in fashion now. I wanted some cake, but there was none left, NOT There was no left.

96 Exercises

1 All, most, half, some and none (B, D)

Read this advertisement for some new flats and then complete the sentences.

Put in *all of them, most of them, half of them, some of them* and *none of them*.

Hartley House is an old manor house which has been converted into thirty one-bedroom and two-bedroom flats. All the flats have a fitted kitchen, bathroom and large living-room. Ten of them have a separate dining-room. Twenty-five of the flats have a view of the sea, and fifteen have a private balcony. All thirty flats are still for sale. Ring us now for more details.

► The flats are modern. *All of them* have a fitted kitchen.

1 have two bedrooms.

2 From you can see the sea.

3 have a private balcony.

4 have a large living-room.

5 There's also a dining-room in

6 has been sold yet.

2 All, most, some and none (B, D)

There was a quiz evening yesterday. Six friends took part, and they all answered twenty questions. Did they get all, most, some or none of them right?

? Natasha answered all twenty correctly. *She got all of them right.*

? Daniel's score was fifteen. *He got most of them right.*

1 Jessica had only eight correct answers.

2 Matthew got them all right except three.

3 Andrew gave twenty correct answers.

4 But poor Vicky didn't get a single one right

3 All, most, no and none (A-D)

Complete the conversations. Use the word in brackets with *all, all the, most, most of the, no* or *none of the*.

► Andrew: I wonder where they make this milk.

Jessica: It isn't made in a factory, Andrew. *All milk* (milk) comes from animals.

► Rita: What do you usually do on a Sunday?

Mike: Not much. We spend *most of the time* (time) reading the papers.

1 Claire: In general, people aren't interested in politics, are they?

Mark: I think (people) are bored by the subject.

2 Vicky: These new flats are supposed to be for students.

Rachel: That's ridiculous. (student) in the world could possibly afford such a high rent.

3 Tom: Who's paying for the new ice-rink to be built?

Nick: Well, (money) will come from the government, but the city has to pay a quarter of the cost.

4 Melanie: We should ban cars (cars) pollute the air, don't they?

David: Well, except electric ones, I suppose.

5 Vicky: What kind of fruit should you eat to stay healthy?

Natasha: I don't think it matters. (fruit) is good for you, isn't it?

6 Tom: I knew there had been a power cut because it was so dark everywhere.

Harriet: Yes, (lights) in our street went out.

97 Every, each, whole, both, either and neither

A Every and each

We use **every** and **each** before a singular noun to talk about a whole group.

The police questioned every person/each person in the building.

Every room/Each room has a number. In many contexts either word is possible, but there is a difference in meaning.

EVERY

Every person means 'all the people', 'everyone'.

Every guest watched as the President came in.

*I go for a walk **every day**.*

Every means three or more, usually a large number.

*There were cars parked along **every street** in town. (= all the streets)*

We can use **each** (but not **every**) on its own or with of.

*There are six flats. **Each** has its own entrance, NOT **Every** has...*

***Each** of the six flats has its own entrance, NOT **Every** of the ...*

We can also say **Each one/Every one** has its own entrance.

We can also use **each** in mid position (see Unit 113B) or after a pronoun.

*We've **each** got our own desk. They gave **us each** a desk.*

Compare **every** and **all** before **day**, **morning**, **week**, etc. *I*

*travel **every day**. (= Monday, Tuesday, Wednesday,...) I*

*was travelling **all day**. (= from morning till evening)*

EACH

Each person means all the people seen as individuals, one by one.

***Each guest** (in turn) shook hands with him.*

***Each day** seemed to pass very slowly.*

Each is more usual with smaller groups and can mean only two.

***There were cars parked along **each side** of the street.** (= both sides)*

B Whole

We use **whole** before a singular noun. It means 'all' or 'complete'.

*The baby cried **the whole time**. (= all the time) I've spent **my whole life** waiting for this moment. (= all my life) We'll need a **whole loaf** to make sandwiches for everyone.*

C Both, either and neither

We use **both**, **either** and **neither** for two things.

*I've got two bicycles. **Both** of them are quite old. I've given up cycling, so I don't ride **either** of them any more. **Neither** of them is in very good condition, I'm afraid.*

Both means 'the one and the other'. We can use it in the following structures.

*We had two letters this morning, and **both the letters/both the letters/both of the letters/both of them** are bills* We can also use **both** in mid position (see Unit 113B) or after a pronoun.

*The letters are **both** bills. I've opened **them both**.*

Either means 'the one or the other', and **neither** means 'not the one or the other'.

*I haven't met **either twin/either of the twins/either of them**.*

***Neither** shoe fits/**Neither of the shoes** fit(s)/'Neither of them' fit(s).*

We can use **both**, **either** and **neither** on their own.

*The store has two lifts, and **both** are out of **order/neither** is working.*

104 Adjectives

A Introduction

*Henry and Claire are having dinner in a **quiet** restaurant. It's a **warm** evening. The food is **delicious**. Henry is feeling **romantic**.*

An adjective is a word like **quiet**, **warm**, **delicious**, **romantic**. The word **quiet** describes the restaurant. It tells us what the restaurant is like.



B Word order

There are two places where we can use an adjective:
before a noun (*a quiet restaurant*) and after a linking verb (*feeling romantic*).

BEFORE A NOUN

*Claire's got a **new** car.
It was a **dark** night.
This is **good** coffee.*

AFTER A LINKING VERB

*Claire's car is **new**.
It was **getting dark**.
This coffee **tastes good**.*

Some linking verbs are: **appear**, **be**, **become**, **feel**, **get**, **look**, **seem**, **smell**, **stay**, **taste**

We can use two or more adjectives together (see Unit 105).

*It's a **quiet** **little** restaurant. Mike was wearing a **dirty** **old** coat.*

We can put a word like **very** or **quite** before an adjective.

*It was a **very** **dark** night. Henry was feeling **quite** **romantic**.*

Very and **quite** are adverbs of degree (see Unit 115).

c Adjectives used in one position only

We can use most adjectives in both positions - before a noun or after a linking verb.
But a few adjectives can go in one position but not in the other.

Here are some examples of adjectives which can only go before a noun. *Be careful crossing the **main** road. The **only** problem is I've got no money. Chess is an **indoor** game. The **former** footballer now trains young players.*

Some more examples are: **chief** (= main), **elder** (= older), **eldest** (= oldest), **inner**, **outdoor**, **outer**, **principal** (= main), **upper**

Here are some examples of adjectives which can only go after a linking verb.
*At last the baby is **asleep**. Emma's two brothers are very **alike**. I'm really **pleased** to see you. Vicky looked **ill**, I thought.*

Some more examples are: **afraid**, **alone**, **ashamed**, **awake**, **alive**, **content** (= happy), **fine** (= in good health), **glad**, **unwell**, **well**

104 Exercises

1 Adjectives (A)

Look at the pictures and write a phrase with an adjective and noun.

Use these nouns: *building, car, cat, chairs, music, power, skirt, weather*



► long/short



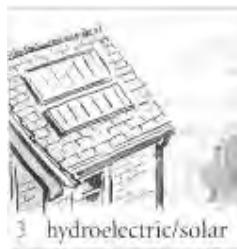
► hot/cold



1 traditional/modern



2 black/white



3 hydroelectric/solar



4 classical/pop



5 new/old



6 tall/low

? a long skirt

3

? cold weather

4

1.

5

2.

6

Adjectives (A-B)

Underline all the adjectives in this description of a hotel.

This comfortable hotel with its pleasant gardens is ideal for people who want a quiet holiday, yet it is only a short distance from the highly popular attractions of the area. There are lovely views from every room. The atmosphere is very friendly, and the staff are always helpful. A holiday here is very good value for money. You can eat your meals at the hotel, where the food tastes marvellous. Or you can of course try some of the excellent local restaurants.

3 Adjectives used in one position only (C)

Look at the notes and write the song titles. Sometimes the adjective comes before the noun, and sometimes you need to use *is* or *are*.

? your sister / elder

Your elder sister

? this boy / alone

This boy is alone

1 the world / asleep

2 my desire / chief

3 my heart / content

4 the thing to remember / main

5 the night / alive

6 secrets / inner

the girl tor me / only

105 The order of adjectives

A Introduction



*It's **beautiful sunny** weather.*



*Nick has got a **big black** dog.*

We can use more than one adjective before a noun. There is usually one correct order.

We cannot say ~~sunny beautiful weather~~ or ~~a black big dog~~

B Adjectives and nouns

We sometimes use two nouns together (see Unit 82).

a glass door a computer program

Here we use glass like an adjective, to describe the door. When we use another adjective as well (e.g. heavy), it comes before both the nouns.

a heavy glass door a useful computer program

C Word order

We order adjectives according to their meaning. This is the normal order:

GROUP	EXAMPLES	
1 Opinion (how good?)	<i>wonderful, nice, great, awful, terrible</i>	Adjectives that say how good and how big come first.
2 Size (how big?)	<i>large, small, long, short, tall</i>	
3 Most other qualities	<i>quiet, famous, important, soft, wet, difficult, fast, angry, warm</i>	Most adjectives come next if they do not belong to another group.
4 Age (how old?)	<i>new, old</i>	
5 Colour	<i>red, blue, green, black</i>	
6 Origin (where from?)	<i>American, British, French</i>	
7 Material (made of?)	<i>stone, plastic, steel, paper an</i>	Some of these are nouns.
8 Type (what kind?)	<i>electric kettle, political</i>	
	<i>matters, road transport a</i>	
9 Purpose (what for?)	<i>bread knife, a bath towel</i>	

Here are some examples.

a small green insect (size, colour) *Japanese industrial designers* (origin, type) *a wonderful new face cream* (opinion, age, purpose) *awful plastic souvenirs* (opinion, material) *a long boring train journey* (size, quality, type) *some nice easy quiz questions* (opinion, quality, purpose) *a beautiful wooden picture frame* (opinion, material, purpose)

We sometimes put commas between adjectives in Groups 1-3

a horrible, ugly building a busy, lively, exciting city

105 Exercises

1 The order of adjectives (A-C)

Describe the pictures. Use these words: *boots, building, car, seat, singer*



► *big leather boots*

1.	3.
2.	4.

2 The order of adjectives (A-C)

Write a list of things to be sold at an auction.

► basin / sugar, antique, silver *an antique silver sugar basin*

- 1 vase / glass, old, lovely
- 2 mirror / wall, attractive
- 3 desk / modern, office
- 4 chairs / kitchen, red, metal
- 5 boat / model, splendid, old
- 6 stamps / postage, valuable, Australian
- 7 table / small, coffee, wooden

3 The order of adjectives (A-C)

Look at each advertisement and write the information in a single sentence.

► This game is new. It's for the family. And it's exciting.

This is an exciting new family game.

- 1 This computer is for business. It's Japanese. And it's powerful.
- 2 This fire is electric. It's excellent. And it's small.
- 3 This is a chocolate bar. It's new. And it's a big bar.
- 4 This comedy is American. It's for television. And it's terrific.
- 5 These doors are aluminium. They're for your garage. And they're stylish.
- 6 These shoes are modern. They're for sports. And they're wonderful.

This phone is a mobile. It's German. And it's very good.

106 The old, the rich, etc

A Introduction



There are some adjectives that we can use with **the** to talk about groups of people in society, e.g. **the disabled**, **the blind**. Here are some more examples.

What can we do to feed the hungry? The rich can afford to pay more taxes.

The young are usually keen to travel. It is our duty to care for the sick.

B What adjectives can we use?

These are some of the adjectives and other words that we can use in a phrase with **the**.

To do with social or economic position:

the disadvantaged, the homeless, the hungry, the poor, the privileged, the rich, the starving, the strong, the underprivileged, the unemployed, the weak

To do with physical condition or health:

the blind, the deaf, the dead, the disabled, the handicapped, the living, the sick

To do with age:

the elderly, the middle-aged, the old, the over-sixties, the under-fives, the young

We can sometimes use an adverb before the adjective.

The very poor are left without hope. The severely disabled need full-time care.

There are some adjectives in this structure that normally have an adverb.

The less fortunate cannot afford to go on holiday.

Should the mentally ill be allowed to live in the community?

C The young or the young people?

The young means 'young people in general'.

The young have their lives in front of them. When we mean a specific person or a specific group of people, then we use **man**, **woman**, **people**, etc.

There was a young man standing on the corner.

I know the young woman in reception. She lives in our street.

None of the young people in the village can find jobs here.

106 Exercises

1 The old, the rich, etc (A)

Write in the missing words. Use *the* and these adjectives: *homeless, hungry, old, sick, unemployed, young*



- Better education for *the young*
- 1 Food for
- 2 Homes for
- 3 Better hospitals for
- 4 Jobs for
- 5 Better pensions for

The old, the rich, etc (A-B)

Rewrite the sentences using a phrase with *the* and an adjective instead of the underlined phrases.

- People who have lots of money have comfortable lives.

The rich have comfortable lives.

- 1 We live near a special school for people who can't hear.
- 2 The old soldiers were holding a service for those who had died.
- 3 The government should do more for people who do not have enough money.
- 4 I'm doing a course on caring for people who are mentally handicapped.

3 The young or the young people? (C)

Complete these sentences from a newspaper. Use the adjectives in brackets.

Put in e.g. *the hungry* or *the hungry people*.

- ? Rich nations can afford to feed *the hungry* (hungry).
- ? *The homeless people* (homeless) whose story appeared in this paper last week have now found a place to live.

- 1 (sick) need to be looked after, so money must be spent on hospitals.
- 2 Some of (young) at the youth club here are running in a marathon.
- 3 Life must be hard for (unemployed) in our society today.
- 4 What is the government doing to help (poor)?
- 5 There was a fire at a nursing home in Charles Street, but none of (old) who live there were hurt.
- 6 (homeless) usually have great difficulty in getting a job.
- 7 There is a special television programme for (deaf) every Sunday morning.

107 Interesting and interested

A Introduction



INTERESTING

The book is full of information. It's very interesting.

The word **interesting** tells us what the book does to Mike — it interests him. A book can be **interesting, boring, exciting** or **amusing**, for example.

INTERESTED

Mike is very interested in UFOs.

The word **interested** tells us how Mike feels. A person can feel **interested, bored, excited** or **amused**, for example.

B Adjective pairs

Here are some more examples.

ING

*Tom told us an **amusing** story. The two-hour delay was **annoying**. I didn't enjoy the party. It was **boring**. This computer has some very **confusing** instructions.*

*This wet weather is so **depressing**. It was very **disappointing** not to get the job. The game was really **exciting**. Going for a jog with Matthew is **exhausting**. I thought the programme on wildlife was*

***fascinating**. For one **frightening/terrifying** moment I thought I was going to fall. I just don't understand. I find the whole thing is **rather puzzling**. Lying in a hot bath is **relaxing**. I think the way Jessica behaved was quite **shocking**.*

*The test results were **surprising**. What **thrilling** news this is! Congratulations! The journey took all day and night. They found it very **tiring**.*

ED

*We were **amused** at Tom's story.*

*The passengers were **annoyed** about the delay. I went to the party, but I felt **bored**. I got very **confused** trying to make sense of the instructions.*

*This weather makes me so **depressed**. I was very **disappointed** not to get the job. The United fans were **excited**. I'm **exhausted** after jogging all that way. I watched the programme on wildlife. I was*

*absolutely **fascinated**. When I got onto the roof I felt **frightened/terrified**. I must say I'm **puzzled**. I just don't understand*

*I feel **relaxed** when I lie in a hot bath. I was quite **shocked** to see Jessica behaving like that.*

*I was **surprised** at the test results. We were **thrilled** to hear your good news. After travelling all day and night they were very **tired**.*

107 Exercises

1 Interesting and **interested** (A-B)

What are they saying? Put in these words: *depressing, exciting, exhausted, fascinating, interested*



► This is a *depressing* place.

1 I'm absolutely 3 Chess is a game.

2 I'm in astronomy. 4 This is really!

2 Interesting and **interested** (A-B)

Complete the conversation. Write the complete word in each space.

Vicky: That was an (►) *exciting* (excit...) film, wasn't it?

Rachel: Oh, do you think so? I'm (1) (surpris...) you liked it.

I thought it was rather (2) (disappoint...).

Vicky: Well, I was (3) (puzzl...) once or twice. I didn't understand the whole story.

It was (4) (confus...) in places. But the end was good.

Rachel: I was (5) (bor...) most of the time.

I didn't find it very (6) (interest...).

3 Interesting and **interested** (A-B)

Complete the conversations using a word ending in *ing* or *ed*.

? David: I'm surprised how warm it is for March.

Melanie: Yes, all this sunshine is quite *surprising*.

? Vicky: I'm not very fit. I was pretty tired after climbing the mountain.

Natasha: Yes, I think everyone felt *tired*.

1 Trevor: I think I need to relax.

Laura: Well, lying by the pool should be

2 Vicky: It was annoying to lose my ticket.

Emma: You looked really..... when you had to buy another one.

3 Sarah: The cabaret was amusing.

Mark: Claire was certainly She couldn't stop laughing.

4 Daniel: The museum was interesting, wasn't it?

Rachel: It was OK. I was quite in those old maps.

5 Matthew: I'm fascinated by these old photos.

Emma: I always find it..... to see what people looked like as children.

6 Rachel: Was it a big thrill meeting Tom Hanks?

Vicky: You bet. It was just about the most..... moment of my life.

7 Sarah: You look exhausted. You should go to bed.

Mark: Driving down from Scotland was pretty

110 Comparative and superlative forms

A The comparison of adjectives



We form the comparative and superlative of short adjectives (e.g. **cheap**) and long adjectives (e.g. **expensive**) in different ways.

COMPARATIVE SUPERLATIVE

Short word, e.g. <i>cheap</i> :	<i>cheaper</i>	<i>(the) cheapest</i>
Long word, e.g. <i>expensive</i> :	<i>more expensive</i>	<i>(the) most expensive</i>

For **less** and **least**, see Unit 112A.

There are some less expensive ones here, look.

B Short and long adjectives

One-syllable adjectives (e.g. **small, nice**) usually have the **er, est** ending.

Your hi-fi is smaller. Emma needs a bigger computer.

This is the nicest colour. This room is the warmest.

But we use **more, most** before words ending in **ed**.

Everyone was pleased at the results, but Vicky was the most pleased.

We also use **more, most** with three-syllable adjectives (e.g. **ex-cit-ing**) and with longer ones.

The film was more exciting than the book. This dress is more elegant. We did the most interesting project. This machine is the most reliable.

Some two-syllable adjectives have **er, est**, and some have **more, most**. Look at this information.

TWO-SYLLABLE ADJECTIVES

1 Words ending in a consonant + **y** have **er, est**, e.g. *happy *happier, happiest*.

Examples are: *busy, dirty, easy, funny, happy, heavy, lovely, lucky, pretty, silly, tidy*

2 Some words have **er, est** OR **more, most**, e.g. *narrow ► narrower, narrowest* OR **more narrow, most narrow**
Examples are: *clever, common, cruel, gentle, narrow, pleasant, polite, quiet, simple, stupid, tired*

3 The following words have **more, most**, e.g. **useful** ***more useful, most useful**.

a Words ending in **ful** or **less**, e.g. *careful, helpful, useful; hopeless*

b Words ending in **ing** or **ed**, e.g. *boring, willing; annoyed, surprised*

c Many others, e.g. *afraid, certain, correct, eager, exact, famous, foolish, frequent, modern, nervous, normal, recent*

C Spelling

There are some special spelling rules for the **er** and **est** endings.

- 1 *e* -> *er, est*, e.g. *nice* -> *nicer, nicest*, *large* -> *larger, largest*.
Also *brave, fine, safe*, etc
- 2 *y*-> *ier, iest* after a consonant, e.g. *happy* -> *happier, happiest*.
Also *lovely, lucky, pretty*, etc
- 3 Words ending in a single vowel letter + single consonant letter -> double the consonant
e.g. hot -> *hotter, hottest*, *big* -> *bigger, biggest*.
Also *fit, sad, thin, wet*, etc (but *w* does not change, e.g. *new* -> *newer*)

For more details, see page 371.

D The comparison of adverbs

Some adverbs have the same form as an adjective, e.g. **early, fast, hard, high, late, long, near**.

They form the comparative and superlative with **er, est**.

Can't you run faster than that? Andrew works the hardest.

Note also the spelling of **earlier** and **earliest**.

Many adverbs are an adjective + **ly**, e.g. **carefully, easily, nicely, slowly**.

They form the comparative and superlative with **more, most**.

We could do this more easily with a computer.

Of all the players it was Matthew who planned his tactics the most carefully.

In informal English we use **cheaper, cheapest, louder, loudest, quicker, quickest** and **slower, slowest** rather than **more cheaply, the most loudly**, etc. *Melanie reacted the quickest. You should drive slower in fog.*

Note the forms **sooner, soonest** and **more often, most often**.

Try to get home sooner. I must exercise more often.

E Irregular forms

Good, well, bad, badly and **far** have irregular forms.

ADJECTIVE/ADVERB	COMPARATIVE	SUPERLATIVE
<i>good/well</i>	<i>better</i>	<i>best</i>
<i>bad/badly</i>	<i>worse</i>	<i>worst</i>
<i>far</i>	<i>farther/further</i>	<i>farthest/furthest</i>

You've got the best handwriting. How much further are we going?

We can use **elder, eldest** + noun instead of **older, oldest**, but only for people in the same family.

My elder/older sister got married last year.

F Comparing quantities

We use **more, most** and their opposites **less** and **least** to compare quantities. *I haven't got many books. You've got more than I have. The Hotel Bristol has the most rooms. Trevor spends less on clothes than Laura does. Emma made the least mistakes.*

110 Exercises

1 The comparison of adjectives (A-B)

Complete the sentences. Use these adjectives: *beautiful, expensive, high, interesting, tall*



- ? The giraffe *is taller* than the man.
- ? The CD *is more expensive* than the cassette.
- 1 Detective stories *than algebra.*
- 2 The top of the mountain *than the clouds.*
- 3 The acrobat *than the clown.*

2 The comparison of adjectives (A-B)

Tom is a United fan. He never stops talking about them. Put in the superlative form of the adjectives.

- ? Everyone's heard of United. They're the *most famous* (famous) team in the world.
- ? They've got a long history. They're the *oldest* (old) club in England.
- 1 They've got lots of money. They're the (rich) club in the country.
- 2 Their stadium is new. It's the (modern) stadium in Europe.
- 3 United are wonderful. They're the (great) club in the world.
- 4 And what a team! It's the (exciting) team ever.
- 5 They've got lots of fans. They're the (popular) team in the country.
- 6 United have won everything. They're the (successful) team ever.
- 7 They're good to watch. They play the (attractive) football.
- 8 United fans are happy. We're the (happy) people in the world.

3 The comparison of adjectives (A-C)

Complete the advertisements with the comparative form of the adjective.

- ? Use Get-It-Clean and you'll get your floors *cleaner*
- ? Elegant Wallpapers simply look *more elegant*
- 1 Watch a Happy Video and you'll feel
- 2 Wear a pair of Fast Shoes and you'll be a runner.
- 3 Helpful Cookbooks are a guide to cooking.
- 4 Wash your hair with Lovely Shampoo for hair.
- 5 Try a Big-Big Burger and you'll have a meal.
- 6 Restful Beds give you a night.
- 7 Wear Modern Fashions for a look.

4 The comparison of adverbs (D)

Put in the comparative form of these adverbs: *carefully, early, easily, high, long, loud, often, smartly*

- ? I was too nervous to go *higher* than halfway up the tower.
- ? We could have found the place *more easily* with a map.
- 1 Do you have to wear those old jeans, Mike? Can't you dress ?
- 2 You needn't go yet. You can stay a bit ?
- 3 There are lots of break-ins. They happen nowadays.
- 4 If you do it again , you won't make so many mistakes.
- 5 The film starts at eight, but we should get to the cinema a few minutes ?
- 6 We can't hear. Could you speak a bit..... ?

5 Irregular forms (E)

Matthew and Emma are walking in the country. Put in *further, furthest, better, best, worse and worst*.

Emma: I'm not used to country walks. How much (►) *further* is it?

Matthew: Not far. And it gets better. We've done the (1) part. Look, the path gets easier. It goes downhill from here. I hope you're feeling (2) now, Emma.

Emma: I feel dreadful, actually, (3) than before.

Matthew: Oh, dear. Do you want to have a rest?

Emma: No, the (4) thing would be to get home as soon as we can. I'm not very fit, you know. This is the (5) I've walked for a long time.

6 Comparing quantities (F)

Put in *more, most, less (x2) and least*.

Laura: Our new car is smaller, so it uses (►) *less* petrol. They tested some small cars, and this one costs the (1) to run of all the cars in the test. It's very economical, so Trevor likes it. He wants to spend (2) on motoring.

Harriet: Can you get three people in the back?

Laura: Not very easily. We had (3) room in our old car. (4) cars take five people, but not this one.

7 Comparative and superlative forms (A-F)

Write the correct forms.

? You're the lac-kyest person I know.

luckiest

? The situation is getting diffiulter.

more difficult

1 I was happyer in my old job.

2 I've got the most small office.

3 This photo is the goedest.

4 Last week's meeting was mere-sheFt.

5 Money is the importankest thing.

6 Is Rachel elder than Vicky?

7 This game is exciteger than the last one.

8 Of all the students, Andrew does the mere work.

9 This month has been weter than last month.

10 The prices are mere-low here.

11 I feel mere-bad than I did yesterday.

111 Comparative and superlative patterns (1)

A Introduction

There are a number of different sentence patterns with comparative and superlative forms, e.g. **older than me**, **the sweetest man in the world**.



B The comparative and **than**

We often use a phrase with **than** after a comparative. *This restaurant is nicer than the Pizza House. I had a bigger meal than you. The steak is more expensive than the fish.*

C The superlative

We normally use **the** before a superlative.

The quickest way is along this path. The last question is the most difficult. Note the pattern with **one** of.

Michael Jackson is one of the most famous pop singers ever.

After a superlative we can use in or of. We use in with places and with groups of people, e.g. **team**.

It's the most expensive hotel in Oxford. Who is the best player in the team?

This question is the most difficult of all. August is the wettest month of the year.

We often use a clause after a superlative.

That was the most delicious meal (that) I've ever eaten.

Melanie is the nicest person you could meet.

D As... as

We use as ... as to say that things are equal or unequal. *Our house is as big as yours. They're the same size, NOT It is so big as yours. It's warmer today. It isn't as cold as yesterday.*

In a negative sentence we can also use so ... as, but this is less common than as ... as.

This flat isn't as big as/so big as our old one.

Here are some more examples of as ... as.

The chair is as expensive as the table. We can't do crosswords as quickly as you do.

I don't earn as much money as I'd like.

Note also **the same** as.

The result of the match was the same as last year.

E Than me/than I am

Compare **than me** and **than I am**. Both are correct, and they have the same meaning.

You're twenty years older than me.

Harriet's husband isn't as tall as her.

After **than** or **as**, a personal pronoun on its own has the object form, e.g. **me**.

You're twenty years older than I am.

Her husband isn't as tall as she is.

But if the pronoun has a verb after it, then we use the subject form, e.g. **I**.

111 Exercises

1 The comparative and **than** (B)

Comment on these situations. Write sentences with a comparative and *than*. Use these adjectives: *big, expensive, long, old, popular, strong, tall*

- ? The film lasts two and a half hours, but the videotape is only two hours long.
The film is longer than the videotape.
- ? The water-colour is £85, and the oil-painting is £100.
The oil-painting is more expensive than the water-colour.

- 1 The church was built in 1878 and the library in 1925.
- 2 Daniel can lift 90 kilos, but Matthew can lift 120 kilos.
- 3 Mike is 1.7 metres tall, but Harriet is 1.8 metres.
- 4 Andrew hasn't many friends. Claire has lots of friends.
- 5 Mark's car has room for five people, but Sarah's has room for only four.

2 The superlative (C)

Write sentences from the notes. Use the superlative form of the adjective.

► Melanie / kind person / 1 know *Melanie is the kindest person I know.*

1 Friday / busy day / week of the week.

2 the Metropole / nice hotel / town

3 this watch / one / cheap / you can buy

4 this Beatles album / good / they ever made

5 Alan / successful salesman / company

3 As... as (D)

Use the notes and add sentences with *isn't as ... as*.

▶ a car / a motor bike / expensive
Why don't you buy a motor bike? *A motor bike isn't as expensive as a car.*

1 metal / plastic / strong
I don't like these plastic screws.....

2 the armchair / the stool / comfortable
Oh, don't sit there.....

3 surfing / swimming / exciting
I prefer surfing to swimming.

4 the post / e-mail / quick
A letter will take two days.....

4 Than me/than I am (E)

Choose the correct pronoun.

Tom: Why is Luke in our basketball team and not me? Aren't I as good as (►) he/him? Is he taller than (1) I/me? Is he a better player than (2) I am/me am?

Nick: I don't know. I can't understand why I'm in the team. You and Luke are both better than (3) I/me.

Tom: Carl's in the team too, but I've scored a lot more points than (4) he has/him has.

112 Comparative and superlative patterns (2)

A Less and least

Less and least are the opposites of **more** and **most**. We use **less** and **least** with both long and short words.

A bus is less expensive than a taxi.

(= A bus is cheaper than a taxi./A bus isn't as expensive as a taxi.) *I feel better today, less tired. I'm the least musical person in the world, I'm afraid. We go out less often these days. You should do less work. You do too much.*

B Much faster

We can put a word or phrase (e.g. **much**, **far**, **a bit**) before a comparative to say how much faster, cheaper, etc something is. Look at these examples.

It's much faster by tube. A bus is far cheaper than a taxi.

This bed is a bit more comfortable. Business is rather better this year.

I got up a little later than usual. This month's figures are slightly less good.

I'll need a lot more water. A computer will do it much more efficiently. Before a comparative we can use **much**, **a lot**, **far**; **rather**; **slightly**, **a bit**, **a little**.

We can also use **no** and **any**. No has a negative meaning.

Your second throw at the basket was no nearer than your first.

We can use **any** in negatives and questions and with **if**.

Your second throw wasn't any nearer than your first.

Are you sleeping any better since you've been taking the pills?

If we leave any later than seven, we'll get caught in the rush hour.

C Faster and faster

We use expressions like **faster and faster** and **more and more expensive** to say that something is increasing all the time.

The caravan was rolling faster and faster down the hill.

The queue was getting longer and longer.

Prices go up and up. Everything gets more and more expensive.

The crowd are becoming more and more excited.

The country is rapidly losing its workers, as more and more people are emigrating.

The form depends on whether the comparative is with **er** (e.g. **louder**) or with **more** (e.g. **more expensive** (see **Unit 110B**).

We can also use **less and less** for something decreasing.

As each new problem arose, we felt less and less enthusiastic.

D The faster, the better

We use this pattern to say that a change in one thing goes with a change in another. Look at these examples.

There's no time to lose. The faster you drive, the better. The higher the price, the more reliable the product.

The more the customer complained, the ruder and more unpleasant the manager became.

The sooner we leave, the sooner we'll get there. Are you looking for a cheap holiday? ~ Yes, the cheaper the better.

112 Exercises

1 Less (A)

Complete the sentences. Use *less* with these words: *attractive, busy, convenient, nervous, optimistic, painful, seriously*

► Laura once hated flying, but now she feels *less nervous* about it.

- 1 David says his leg really hurt at first, but now it's this week.
- 2 Mark and Sarah normally have lots to do, but they're for shopping.
- 3 Rita's old flat was near the shops. Her new place is about their chances.
- 4 Claire used to think Henry was very handsome, but now she finds him.....
- 5 Matthew is always exercising. Maybe he should take his fitness.....
- 6 With United's best player injured, Tom feels about their chances.

2 Much faster (B)

Decide what to say. Use a phrase like *a bit better* or *a lot colder*.

► You were feeling unwell earlier. Say that you feel better now. A bit, anyway.

I feel a bit better now.

- 1 Mention that yesterday was colder than today. A lot colder, in fact.
- 2 Say that your coat is longer than is fashionable. A bit, anyway.
- 3 You left work earlier than usual this afternoon. Slightly, anyway. Tell your friend.
- 4 Say that the shop is more expensive than the supermarket. Much more.
- 5 Ask if the new machine is reliable - any more so than the old one.

3 Faster and faster (C)

Vicky works very hard at her studies, but she's worried that she's making no progress.

Complete her sentences.

? This subject gets *harder and harder* (hard) all the time.

? I'm just getting *more and more confused* (confused).

- 1 It's becoming (difficult) for me to keep up.
- 2 The textbook just gets..... (complicated).
- 3 I spend (more) time on my work.
- 4 My list of things to do gets (long).
- 5 My problems are just getting..... (bad).

4 The faster, the better (D)

Complete each sentence using the information in brackets.

? (The rent is high.) The bigger a flat is, *the higher the rent is*.

? (You learn quickly.) The younger you are, *the more quickly you learn*.

1 (The roads are quiet.) The earlier you leave,

2 (The choice is wide.) The bigger a supermarket is,.....

3 (I get confused.) The more I try to work this out,.....

4 (You can speak fluently.) The more you practise,.....

5 (The beaches get crowded.) The better the weather is,.....

TEST 19 Comparative and superlative (Units 110-112)

Test 19A

Write the comparative form of the words in brackets.

- ? They've made these chocolate bars *smaller* (small).
- ? Sport is *more interesting* (interesting) than politics.
- 1 Can't you think of anything (intelligent) to say?
- 2 Well, the place looks (clean) now.
- 3 Janet looks (thin) than she did.
- 4 You need to draw it (carefully).
- 5 The weather is getting (bad).
- 6 The programme will be shown at a (late) date.
- 7 I can't stay (long) than half an hour.
- 8 A mobile phone would be a (useful) present.
- 9 I'll try to finish the job (soon).
- 10 It was (busy) than usual in town today.
- 11 I'll be even (annoyed) if you do that again.
- 12 Since the break-in I feel (nervous).

Test 19B

Write the superlative form of the words in brackets.

- ? It's the *shortest* (short) day of the year.
- ? It's the *most beautiful* (beautiful) building in the world.
- 1 That was the (funny) film I've ever seen.
- 2 It was the (horrible) feeling I've ever had.
- 3 Have you read her (recent) book?
- 4 It's the (large) company in the country.
- 5 It was the (boring) speech I've ever heard.
- 6 You've got the (far) to travel.
- 7 That's the (helpful) idea so far.
- 8 The factory uses the (modern) production methods.
- 9 This is the (early) I've ever got up.
- 10 It was the (sad) day of my life.

Test 19C

Some of these sentences are correct, and some have a word which should not be there. If a sentence is correct put a tick (/). If it is incorrect, cross the unnecessary word out of the sentence and write it in the space.

- ? I've got the least powerful computer in the world. V
- ? London is mere bigger than Birmingham. more
- 1 Silver isn't as expensive as gold.
- 2 Indian food is the nicer than Chinese, I think.
- 3 The telephone is one of the most useful inventions ever
- 4 I feel a much better now, thank you.
- 5 The longer you wait, so the harder it'll be.
- 6 The piano is heavier than the sofa.
- 7 This is the most quickest way to the hotel.
- 8 You're taller than he is.
- 9 Who is the cleverest student in of the class?
- 10 The weather is getting hotter and more hotter.

Test 19 D

Read this part of Tessa's letter to her friend Angela about her new job.

Then look at the answers after the letter and write the correct answer in each space.

My new job is great. I like it (►)much better than my old one. The people here are (1) than I expected. Luckily my new boss isn't as rude (2) my old boss, Mrs Crossley, was. I hated her. She was the (3) friendly person I've ever met. Everyone here is older (4) In fact I'm the youngest person (5) the office. But I don't mind.

The good thing about the job is that I get a (6) more money, although not much more than I did before. The bad thing is that the journey isn't (7) simple as it was in my old job, where the bus took me straight there. Now I have to change buses. But I'm allowed to start work early. The earlier I leave home, (8) the journey is because the buses aren't so crowded.

► a) more	b) most	c) much	d) very
1 a) more nice	b) most nice	c) nicer	d) nicest
2 a) as	b) so	c) than	d) that
3 a) least	b) less	c) less and less	d) so
4 a) as I	b) as me	c) than I	d) than me
5 a) from	b) in	c) of	d) out of
6 a) bit	b) less	c) lot	d) much
7 a) as	b) less	c) more	d) same
8 a) more easier	b) more easy	c) the easier	d) the easy

Test 19 E

Complete the second sentence so that it has a similar meaning to the first. Use the word in brackets.

► This train is more convenient than all the others, (most)

This train is *the most convenient*.

1 The living-room isn't as big as the kitchen, (bigger)

The kitchen

2 I'm not as fit as you. (am)

You're

3 The table and the desk are the same size, (big)

The table the desk.

4 Prices just get higher all the time, (and)

Prices

5 The dress is cheaper than the skirt, (expensive)

The skirt the dress.

6 This crossword is the easiest, (difficult)

This crossword

7 Their excitement was increasing all the time, (excited)

They were getting

8 I've never read a more romantic story, (most)

It's the read.